

Dear NYS TESOL Members,

Welcome to the fall issue of *Idiom*! This issue is traditionally filled with ideas to start off the new school year. I hope that it will provide you with both new and tried-and-true ideas to use with your multilingual learners (MLLs). I just love this new—or is it really new—term, which we now will be calling our new language learners in New York State. I have a dream that *all* our students will become multilingual learners—including those students for whom English is their first language! News from the Office of Bilingual Education and World Languages (OBEWL) notes that nine schools or districts are participating in the Seal of Biliteracy pilot program, and that it expects to have the Seal of Biliteracy Award ready for the 2016 graduating class. My hope is that by the year 2026—yes, 2026, yes, ten years from now—we now, that we will have at least 90% of our schools in New York State awarded the Seal to 90% of our graduating students!

Now, as you return to your schools and your classrooms, you will also be returning to find out that CR Part 154 is in full implementation. You may be wondering what this means for you. One of the most important implications of CR Part 154 is the following, which I would like to focus on for this issue of *Idiom*:

ESL instruction (now called new language [NL] instruction) will be offered through two settings:

1. Integrated ESL (ESL [NL] methodologies in content area instruction, co-taught or taught by a dually certified teacher); and
2. Stand-alone (ESL [NL] instruction with an ESL [NL] teacher, to develop the English language skills needed for academic success).

One of the principles of the *Blueprint for ELL Success* is that “Every teacher is a teacher of English learners.” With this in mind—that teachers need to be working hand in hand with a “certified teacher in ESL or NL methodologies”—I propose that working in professional learning communities to plan together will benefit the students at all proficiency levels. CR Part 154 has basically required that we work together in professional learning communities. No longer can we say, “Here, take these students out to another room and work with them.” Now, we need to work together.

Giselle Kniep-Martin, in *Communities that learn, lead, and last: Building and sustaining educational expertise* (San Francisco, CA: Jossey-Bass, 2008), states that we learn from others; furthermore, she notes, our ability to make sense of the realities we face, to interact successfully with our environment, and to learn from our experiences is derived from collaborative and collective problem finding and solving (p. xiv).

As you enter your schools this September, many of you will be looking at the NYSESLAT scores. Most notable of the changes is the new proficiency levels that will be determined by the test for our students—Entering, Emerging, Transitioning, Expanding, and Commanding—which means that the person is no longer an English language learner (ELL) or, using the new terminology, a new language (NL) learner. You will be working in teacher teams, which can be grade-level or content teachers; I suggest you look at the Bilingual Common Core Progressions, found at <https://www.engageny.org>, where you can write in the search box the grade level you are looking for as well as bilingual progressions. You can find the progressions in both the new

language and home language (i.e., Spanish and Chinese) with the five levels of Language Development or Progressions, along with the Standard-Both Anchor, and Grade Level, Main Academic Demand, and Grade Level Academic Demand. The four language modalities of Reading, Writing, Listening, and Speaking are included for each standard, plus the Linguistic Demands. An example is included from a text with teacher directions. It is important to note that students in the first two stages, Entering and Emerging, can use their home language to access the content regardless of grade levels; in addition, transitioning . students, when they need to, can use their home language. Expanding and Commanding students will be expected to use the new language.

A group of teachers working together at St. John's University—Edith Cruz, Sasshine Gibson, Christine Larson, and Rasil Perez—developed a unit plan based on *The Diary of Anne Frank* for a seventh-grade class. As the teachers explained, they decided to focus on the Writing Standard for Narrative Writing, keeping in mind what might be asked of the students on the NYSESLAT assessment in terms of complexity and an integrated approach to modalities/global themes. The project shows multiple lessons that can be conducted and adjusted to meet the needs of all multi-language learners in the seventh-grade English Language Arts classroom (see examples below of slides used in the unit). These teachers, who are working on their ESL or NL certification, are just one example of what such a team, working together, can produce for students.

This is just one project you may plan to do in your professional learning team. For a change of pace, you may want to read a book; the women's group I belong to will be reading *Enrique's Journey* by Sonia Nazario. This book, soon to be turned into an HBO dramatic series, is about a 17-year-old boy's harrowing attempt to find his mother in America. Since we have thousands of teens entering America and New York State, this might be an absorbing and relevant read for your group.

Have a wonderful fall!

Sincerely,

*Robin Finnan-Jones*

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## Seventh-Grade ELA Examples from the Unit on *The Diary of Anne Frank*

### Overview

#### New Language Arts Progressions (ESL/Language) Standard:

- Common Core Anchor Standard (W.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Grade Level Academic Demand: Write well-structured narratives to describe real or imagined experiences, sequencing, and events, using effective techniques, relevant and descriptive details, and precise language.

#### Entering Level of Progression

- Incorporate visuals and media to support and engage students to be motivated.
- Utilize videos that show a virtual tour of Anne Frank's home before reading the short text in order to motivate and create connections with Anne Frank and link vocabulary words to visuals.

<http://annefrank.org/en/Subsites/Home/>

#### Entering—Writing Support and Assessment

Answer the following prompt:

*Write a journal entry to a relative or friend describing how you would feel if you were in Anne's shoes.*

*Complete the graphic organizer and use the pictures to help you.*

Example of journal entry sheet follows for Entering Level:

Dear \_\_\_\_\_, (family member)

I am in hiding. I am feeling \_\_\_\_\_.

I miss \_\_\_\_\_.

I wish I could take my \_\_\_\_\_.

Love,

\_\_\_\_\_

#### Emerging Level: Sentence Starters

Dear \_\_\_\_\_,

I have to go \_\_\_\_\_.

I am going to bring \_\_\_\_\_.

I want to bring \_\_\_\_\_ because I \_\_\_\_\_.

I wish I could take \_\_\_\_\_ but, \_\_\_\_\_.

I feel \_\_\_\_\_.

I think that \_\_\_\_\_.

I'm going to miss \_\_\_\_\_.

I love \_\_\_\_\_.

#### Transitioning Level Sample: Prompts and Starters for Writing a Diary Like Anne Frank's

Start with the setting/opening of your first diary entry after arriving at your secret hiding place.

Imagine/retell how it all began.

Describe how you would feel if one of your parents or siblings got a "call-up."

Use adjectives to describe the concentration camps.

Name who you would go into hiding with and possibly where.

What vital belongings would you take into hiding that could fit in your book bag?

Imagine how you would feel when leaving your home on your way to hiding.  
Who would you say farewell to if you could choose only one person?

**Expanding Level Sample: Task: Write a one- to two-paragraph reaction to Anne's diary entry.**

How do you feel about what you have read? Is there anything that surprises you? How does Anne Frank's life compare to yours?

In a small group, have students popcorn read Anne Frank's diary entry for Wednesday, July 8, 1942.  
Frank Diary Entry- Wednesday, 8 July, 1942

Questioning and discussion to develop understanding of the reading:

What do you think is Anne's purpose in writing her diary? What's the purpose of Anne writing in her diary?

How would our life be different if the diary were never found?

Use your context clues to explain what a "call-up" is.

Why are Anne and her family going into hiding?

What would you have done if someone in your family received a "call-up"?

What would you bring with you?